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EXTENSION SERVICE
Review

SPECIAL YOUTH ISSUE

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EXTENSION SERVICE *Review*

Official monthly publication of
Cooperative Extension Service:
U. S. Department of Agriculture
and State Land-Grant Colleges
and Universities cooperating.

The Extension Service Review is for Extension educators—in County, State and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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EAR TO THE GROUND

"We talk a lot these days about the need for making the most effective use of our resources—our land, water, minerals, etc. Yet we know, without question, that Alabama's most valuable resource is its young people—tomorrow's future citizens and leaders.

"How well are we developing these all-important resources? Are we providing our young people adequate opportunity for leadership development, character building, and citizenship training, along with the opportunity to more fully develop knowledge and skills in some particular field of interest?

"These are some of the objectives of Extension's 4-H club programs."

Dr. E. T. York, Jr. was writing to his fellow Alabamians last fall when he made these thought-provoking comments. Now that he is FES Administrator, Dr. York's words affect each State and Puerto Rico.

It is this goal—developing our youth—that we emphasize in the Review this month.

This issue contains stories of extension youth programs from around the nation. There are articles on career exploration, leadership devel-

opment, science, home management, citizenship, nutrition, public affairs, dairy, YM&W, and other programs or approaches.

It has been wisely said, "If you teach a person what he needs to know, you are preparing him for the past. If you teach him how to learn, you are preparing him for the future."

Those in Extension who directly serve youth are directly serving the future. As one National 4-H Conference delegate this year said, "I realize what I do today and plan for tomorrow will shape my destiny."

On the back cover you'll find the second in our series of fact-filled articles on agriculture's contributions to society. We hope these stories will come in handy for you in preparing messages for nonfarm audiences.

We call special attention to the article on page 135—Extension's Responsibility in Rural Areas Development. Extension has been charged with the responsibility to provide educational and organizational leadership to State and area development committees. Administrator York explains further how this new national program affects Extension.—DAW

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MANY THINGS TO MANY PEOPLE

by MYLO S. DOWNEY, Director, Division of 4-H Club and YMW Programs,
Federal Extension Service

MANY people have a stake in the 4-H club program. They share in its successes and its failures. It belongs to them. Likewise, 4-H has different purposes, different values to the various folks concerned.

Two features of 4-H club work have been basic to the success the program enjoys today. It belongs to the people. It serves many varying needs.

People Who Share

The first group to say "4-H is ours" would be the 2,300,000 members. Clubs operate as democratic units with their own elected officers.

The parents of these boys and girls share in 4-H. Their interest, encouragement, and support are vitally important for they have certain expectations of what 4-H should do for their sons and daughters.

The 300,000 volunteer adult leaders say, "I am a part of 4-H and 4-H is a part of me." They give their time and talents so an increasing number

of boys and girls may enjoy the values of "Learning to do by Doing" experiences.

Some 14,600 extension agents, specialists, program leaders, supervisors, and administrators are giving about one-third of their time to the 4-H program. 4-H work is a definite part of their day-to-day operation. Consideration for youth becomes a phase of most extension programs.

Hundreds of industrial and civic leaders are supporting 4-H club work through sponsored recognition programs. This support is channeled through other staff people. County fair directors and others at the community, county, State, and national levels help keep the wheels of 4-H progress turning.

Another group quick to say "I am a part of 4-H" are the more than 20 million 4-H alumni. Satisfaction and pride within most alumni cause them to quickly identify themselves as former 4-H'ers whenever club work is mentioned.

It would take a facility several times the size of New York City to accommodate the people who share in 4-H. If you asked this multitude what is 4-H—what does it do—you would get many different responses.

The flexibility and adaptability of the 4-H program are the major bases of its popularity and strength. It is designed to contribute to solutions of the problems and needs of youth.

There have been many changes since the days of our 4-H pioneers. But the high principles of 4-H to which we are all dedicated have provided an organizational framework. It is within this framework that projects and activities have been designed and redesigned to serve the youth of this generation.

4-H Speaks

Two hundred top 4-H club members attending the recent National 4-H Conference were asked about the influences of 4-H on their lives. A boy from California said, "It created a continuous challenge to learn." Another boy said, "It taught me that no job is so insignificant that you can shirk the responsibility of doing it well."

Other values considered most important to these National 4-H Conference delegates included:

"4-H is responsible for my decision in selecting my future vocation."

"My 4-H work has created within me the desire to be a teacher and my projects provided money to help finance my education."

"Public speaking has helped me decide to be an agricultural lawyer. It has given me the opportunity, guidance, and training necessary to communicate with people."

"It was a lot of hard work, a lot of ups and downs, but experiences in 4-H caused me to enroll at our State university."

"The importance of planning is basic for success today. I realize what I do today and plan for tomorrow will shape my destiny."

"As a junior leader I find a wonderful feeling of usefulness when I help a younger club member with even his smallest problems."

Many things would be added to this list of values and satisfactions if we

(See *Many Things*, page 134)

Career Exploration Meets Youth Needs Directly

by JOHN W. BANNING, *Federal Extension Service*

Do you know?

Only about 2 out of 10 boys and girls growing up on a farm today will be able to acquire or live on a farm which will provide them a decent standard of living.

There are about 40,000 different kinds of jobs in this country today, but the average youth looks at no more than 16. Rural youth probably look at only 10 or 12.

These facts have created a very real need for youth today. In fact, most youth list choosing a career as a real personal problem. It ranks in importance with choosing a mate and developing a philosophy of life.

Facing Facts

Our youth need help in searching for and choosing lifetime careers. These figures are only part of the story. Other facts, revealed by research in several States, show that:

Many rural parents have lower aspirations for their children than urban parents. Likewise, rural youth have lower aspirations for their own education and careers than do their "city cousins."

Rural boys want to be their own bosses, operate their own businesses, and don't fit into or do as well in the "organization man" vocations available to them.

Small rural schools do not equip youth as well as larger urban schools.

Something needs to be done. Schools and other agencies working on this problem are aware of all these facts and welcome all help possible to improve the situation. And there are many more piercing facts which could be listed.

There is a definite trend today for Extension to work directly with the developmental needs and problems of youth, rather than indirectly through commodity projects. It is not a new trend, however. Junior leadership, which started some 35 years ago, is a direct approach to the needs of boys and girls to develop their leadership ability. Personal development and money management projects also fit into this area.

4-H club work has always helped youth explore careers through various projects and group activities. However, recently we have seen more emphasis on career exploration programs. Certain economic and social factors point up this problem of youth forcibly.

There are many good ways to conduct a career exploration program. A State or county may want to approach it in several different ways, depending upon the situation.

- Plan career days or nights. Career nights are more likely to get parents involved with youth. They may be sponsored by extension, schools, service clubs, employment agencies, or other groups.

- Hold career exploration sessions in connection with a 4-H conference or other event. During 4-H Club Week, Nebraska takes nearly 500 boys and girls to Omaha (orienting them in the train on the way) to tour various industries. Careers are discussed on the return trip.

- Hold a regular series of meetings with a local or county group. In New York State some counties hold a series of meetings (about 2 hours each) on: Exploring 40,000 occupations, Exploring my interests and abilities, Things to consider about a career, Deciding on a job now or college, Getting a job and keeping it,

and Sources of more information on careers.

- Design a career exploration 4-H project. As a project with definite requirements, this might be conducted like a regular 4-H meeting with officers, opening ceremonies, and committees.

- Incorporate career exploration into other 4-H project programs—electricity, dairy, clothing.

- Be prepared for individual counseling. Give good answers or be able to refer them to someone who will have good answers.

- Use mass media (newspapers, radio, and TV) for presenting information to help youth explore careers.

Getting in Orbit

Like any other new program, career exploration needs extension leadership to "get the ball rolling." Experience of some "initiator agents" indicates certain steps that agents should take in initiating a career exploration program.

First, find out what services and information are available in your area. Contact personally and get acquainted with the individuals and agencies in the community—school superintendent and guidance director; Employment Division, U. S. Employment Office; officers of service clubs (Kiwanis, Rotary, Lions, Junior Chamber of Commerce); personnel officers of businesses; other youth leaders (Scouts, YMCA, Boys Clubs, Junior Achievement, etc.). Gather facts, ideas, and an inventory of interests of the above people.

Then survey the youth in the area to discover interests and needs. Sample survey sheets are available at FES and several States.

Third, present the facts and information gathered to the extension policy-making group in the State or county. If they decide a career exploration program is needed, discuss plans to carry out such a program.

Make an inventory of possible leaders, (organizational leaders, project or subject matter leaders, resource leaders, junior leaders). This might be part of the first step.

Finally, plan to train all leaders. Give them the regular curriculum for all 4-H club leaders—objectives and (See *Career Program*, page 118)



THE EDUCATIONAL POTENTIAL OF 4-H

by RALPH W. TYLER, *Center for Advanced Study in the Behavioral Sciences, Stanford, California*

THE future content of 4-H club work will be significantly different from the past. The changing agricultural economy, changing pattern of rural life, and changes in America all will influence 4-H work.

Regardless of this, certain educational characteristics of 4-H club work will continue to make it highly effective and a valuable supplement to educational experiences provided elsewhere. These are some of the educational potentials of 4-H.

Personal Meaning

The first of these characteristics is the fact that children and youth see meaning in their club activities. Motivation for learning develops easier when the learner is doing something he understands and knows why he is doing it.

Furthermore, since club work is connected with his own interests, a 4-H'er is stimulated and has opportunities to work on it when no leader is present. This assures time to practice and learn beyond the limits of direct instruction.

Theory and Practice

The second advantage of 4-H club work is the fact that it ties together the concrete and the abstract. While the club member observes and works with things, he is at the same time helped to understand the "why" of what he is observing and doing.

Theory and practice must be connected. Without theory, practice is merely a series of isolated things we do. Without practice, theory is mere speculation.

In club work, youth seek to explain

the things they see and do. This can become the basis for going into more theoretical ideas. Youth ask: What does this mean? How does this apply? What connection does this have? Thus, concrete experience and general knowledge can be tied together effectively.

Immediate Satisfaction

The third advantage for learning in 4-H is the fact that most activities provide immediate satisfaction. This stimulates further learning. When the learner obtains satisfaction directly from his achievement, learning can go on whether or not teachers are around.

The activities most easily satisfying to young people are those in which objects are made, material products are produced, and large muscles are exercised. But there are other important things for club members to learn.

There was a time when the learning of specific farm practices could take preference over everything else. But most rural youth today will not spend the balance of their lives on the farm.

Club activities would be misdirected if these youth learned only how to carry on farm practices. 4-H must lead on from the concrete, constructive activities to understanding, broader knowledge, and wider and deeper interests. It would be unwise for the 4-H program ever to become completely abstract. This would lose one of the great values of 4-H work.

On the other hand, there must be woven into 4-H programs experiences which lead to broader and deeper interests, better understanding, and

greater skill in problem-solving (in farm and home activities, citizenship, and careers).

Identification with Adults

A fourth advantage of the 4-H club situation is in providing a working relationship with adults, particularly young adults, whose examples can be helpful in developing mature behavior and values. Reading, discussion, individual activity all have a place in an educational program. But a close working relationship with more mature people who are admired by the learner is a powerful influence in developing maturity of interest, values, and conduct.

Career Exploration

A fifth educational advantage is the fact that 4-H clubs can provide a wider opportunity for career exploration than is normally possible within the home and school. This range is broadened by community leaders from different occupations.

Broader Experiences

A sixth advantage is the opportunity to help orient young people to the world beyond their immediate horizons. An increasing number of clubs are developing programs of this sort. Since they are not tied to time schedules or school grounds it is possible to carry on a wide range of orientation experiences.

Scientific Inquiry

A seventh advantage is the opportunity (See *4-H Potential*, page 127)

Taking the Science Approach

by NORMAN F. OEBKER, Vegetable Crops Specialist, Arizona

SCIENCE has always been part of the 4-H program. But today we are taking a different look at science in 4-H. Extension is encouraging special emphasis on science in 4-H projects.

An interesting and challenging experience awaits the 4-H'er who ventures into the field of science. Knowing and applying basic facts and principles and experimenting to gain new knowledge have many rewards—self-satisfaction, confidence, recognition, career opportunities.

We, as extension workers, are in a position to open doors for 4-H'ers to opportunities in science. We can make a real contribution to the 4-H program by emphasizing science in our projects and by encouraging 4-H'ers to use scientific facts and methods in everyday living.

In recent years science has been emphasized in secondary schools. At present, 4-H projects are being redirected to include more activities dealing with the basic principles and concepts underlying agriculture and home economics. "Why it is done this

way" is being stressed as well as "how to do it."

Mainly we include science in the 4-H program:

To develop a better understanding and appreciation of the basic facts and principles involved in producing and marketing agricultural products and in everyday living.

To help 4-H'ers learn and use the scientific approach in solving problems and making decisions.

To inform 4-H'ers about career opportunities in science and technology and to motivate qualified youth to prepare for careers in this area.

Adaptable Activity

Science activities are adaptable and of interest to both farm and non-farm boys and girls. With the world around them as their laboratory, 4-H'ers can always find a study or activity to fit their situation.

Science activities can be made available to all ages of 4-H. Interest in science develops early. A recent study showed that 56 percent of the boys and girls in the National Science Fair were interested in science by the time they were 10½ years old.

Agents have many sources of help to lean on when adding scientific emphasis to the county 4-H program.

The State 4-H office can supply information, suggestions, and assistance. Lists of sources of information, supplies, and activities are available in some States.

Professional men (doctors, lawyers, veterinarians, etc.) and others can contribute from their training or interest in science. Many of these people need just a little encouragement to become interested. High school biology and chemistry teachers will cooperate.

In our State, the Arizona Academy of Science, in conjunction with the National Science Foundation, provides a scientific instructional service called the Traveling Science Institute.

Popular science and instructional lectures are presented in Arizona communities during the school year. This type of service is helpful in carrying out a science program.

Science can be incorporated into present 4-H projects in many ways

- Encourage 4-H'ers to seek why they are doing something as well as to learn how.

- Stimulate interest with tours (of experiment stations, college campuses, private laboratories, science fairs), exhibits, and demonstrations.

- Inform 4-H'ers of experiments and test plots relating to their project which they can carry out.

- Encourage 4-H'ers to give demonstrations on scientific principles, facts, or methods.

- Encourage 4-H'ers to exhibit science activities at science and agricultural fairs.

- Invite qualified speakers to talk on careers in science.

Many States have included activities such as these in their existing projects; others have separate projects on science.

It is important to recognize achievements in this field equal to that given in other areas of 4-H.

Science and 4-H fit together naturally. We hope they will grow together for the benefit of all youth.

CAREER PROGRAM

(From page 116)

philosophy of 4-H club work, planning programs, understanding boys and girls. In addition, give at least one training program on career exploration.

Are your 4-H programs based on the real and felt needs of youth today, or are they about the same as they were years ago? Perhaps the needs haven't changed much since the beginning of 4-H club work. But the acuteness of each need or the desire to help meet a need has changed a great deal. Youth today need direct help in career study and selection.

Extension met a real need in the beginnings of 4-H club work as it worked through youth to get approved practices adopted in agriculture and home economics. Now it is challenged to meet some real and urgent needs of youth directly.



Arizona 4-H'er Jana Kay Shields checks tomato varieties in her experimental plastic greenhouse. In 4 years of club work she has had foods, clothing, vegetables, and entomology projects.



RESEARCH FINDINGS challenge club work

by MRS. LAUREL K. SABROSKY,
Federal Extension Service

interest in socializing for pleasure. 2) higher frequency of dropout and inactivity in organizations, and 3) less concern with and less attachment to traditional groups and ideas.

Do these findings ring a bell? Think of the local 4-H leaders who stay with the program and attend meetings and banquets. And think of those who do not. Aren't most of the leaders who stay with us people with fairly consistent status ranking in the county—considering income, education, race, religious affiliation, ease in a social situation, kind of home, and maybe even kind of car?

This does not imply that all local 4-H leaders need to be this kind. But it does imply that those with status contradiction may need different attention if we wish to continue to benefit from their contributions.

Leader Understanding

Another study of the social work field relates to leaders of another youth organization. This organization also uses volunteer adult leaders.

It was found that the local leaders had quite different ideas about which jobs they thought were indispensable than did their professional supervisors. Extension may not have studied this exact comparison, but experience and some study findings have indicated that this is true in 4-H.

Only 28 percent of the volunteer adult leaders thought that attendance at training sessions was indispensable. Whereas, 65 percent of the professional staff members thought it was.

This sounds like a 4-H club problem. Perhaps if we recognize that such a problem is common among volunteer local leaders, we might approach the solution differently. We would realize that it was not brought about by some lack in the 4-H club professional staff work.

Research findings apply to many phases of 4-H club work and give us leads on how to proceed with our work. Consider the research we, or our experiment stations, can make of our own situations and progress.

Study the Community

A 4-H club organization that functions well in one community may not work out at all in another. To know which kind of organization to encourage in a new community, or where 4-H club work is not succeeding, we must carry out special research projects.

Study the people—their cultural and social patterns, their value patterns, their income, their resources—to develop an educational organizational pattern which will function adequately.

As a contrasting study, one (or many) should be made in communities where 4-H club work is reaching objectives well. Find out how groups, such as 4-H clubs, function best, how volunteer leaders perform to bring about the results we like, how families and groups cooperate.

One State has made a new study of how 4-H camping fits in the lives of 4-H club members. It was found that few of the boys and girls (about $\frac{1}{3}$) attend any other organized camp. But many more had camping experiences with family, relatives, or friends.

This seemingly simple finding has real implications to 4-H camp programming. The programs of 4-H camps should meet the needs of the group that attends.

The same kind of study could be made of the experiences boys and girls have in organized group meetings outside of 4-H clubs. This would determine which kinds of experiences should be stressed in 4-H clubs to round out the youths' training.

All phases of 4-H club work could and should be studied the same way. (See *Research Challenge*, page 123)

How can we tell who is more likely to be active and who is more likely to drop out of volunteer extension work? Research in the various social, political, economic, and human development fields often reveals interesting clues.

By studying the findings of research in Extension or other areas, Extension may get ideas about different ways in which to work—to bring greater success in depth or breadth of our work.

A series of studies of status brings out interesting information that may help us in working with the members and leaders of our organizations.

There are people who rank high, as far as status is concerned, in some ways but low in other ways. Studies have indicated that this "status contradiction" is associated with: 1) less

Do It Better Together

by LEON McNAIR,
Field Representative,
National 4-H Service
Committee, Inc.,
Chicago



Ollie Smith (left), outstanding 4-H Tractor leader in Jackson County, Ark., for 15 years, has also given much leadership to the total county 4-H program.

I know of no group better organized or trained to carry on the philosophy of true Americanism than 4-H." Raymond C. Firestone, American business leader, paid tribute to the quality of 4-H leadership with this statement at the 1960 National 4-H Club Congress.

His words were also acclaim for the selection and training of qualified, talented volunteers who help 4-H members in their project work, club programs, and community activities.

Special project leader training has been provided for some time to better equip volunteer 4-H adult and junior leaders. More than a million volunteer leaders, both in project and community club activities, have been trained by extension specialists, State 4-H staffs, and county agents. The overall results of this training should be helpful in developing a blueprint for the total county 4-H leadership program.

Industry Cooperation

The National 4-H Service Committee has been cooperating with Extension in outlining and providing additional support for leader training in certain 4-H projects. Education and industry are pooling their resources and know-how to advance the 4-H program nationally.

Specific project areas are Automotive Care and Safety, Electric, Getting the Most Out of Your Sewing

Machine, and Tractor. These are examples of teamwork between education and industry (4-H program award donors). They advance not only specific projects, but the total 4-H program.

These programs tapped a new source of leaders and 4-H boosters. They included airline pilots, farm equipment dealers, electric power suppliers, automobile dealers, policemen, farmers, driver training instructors, homemakers, and others.

When desirable, sponsoring companies offer their highly-trained technical personnel. The assistance of these technicians has been one of the important contributions in developing more effective training. This support is in addition to educational literature, leader training funds, training aids, and awards.

Experience gained in the Tractor training program for the past 17 years may be helpful in establishing blueprints for total 4-H leadership development. Leader training itself does not assure competent leadership. Other important considerations are:

Qualified adult leaders with a good understanding of young people and subject matter training.

Mature leaders, well established in the community.

Selection of the leader by a group of interested 4-H members, adult co-operators, or combination of both.

A county program or project spon-

soring committee to serve as a planning or advisory group. Its function is to give leadership in planning the program for community areas.

The success of the 4-H program rests with how well the county extension agent involves people. This is vital to good planning, continuity of the program, and longer leadership tenure.

Enroll members in the project and hold one meeting before leadership training begins. This encourages receptiveness to the training presented and more awareness of members' needs and interests.

Agents should establish a clear concept of the volunteer 4-H leader's role.

Agents should be well-oriented in the project and the potential value of volunteer leadership.

Provide a well-defined plan for the project leader to use in working with community club leaders.

Spreading Influence

The effective methods, patterns, and tools used in the programs providing special leader training have an extensive influence in upgrading the training and resources in other projects. For example:

Project literature has stimulated the production of better quality project material.

Leaders' manuals and guides have been accepted tools in other projects. This material is provided on a national basis. Several States have prepared their own leaders' manuals for both project and community club leaders.

Proven methods in training leaders have been adopted.

Supplemental educational literature has been made available for members and leaders in other project or activity areas.

Agents have gained a better concept of how effective leadership can be used in their total county 4-H program.

Improved training aids are constantly being developed and used more extensively.

More attention is being given to careful selection of better-qualified, highly-skilled persons as volunteer leaders.

Use of "key" leaders who are
(See *Do It Better*, page 134)

Leaders Challenge Project Literature

by HENRIETTA GOHRING, *State 4-H
Club Agent, South Dakota*

SCIENCE is advancing fast. What is discovered today may be obsolete tomorrow. And we have to keep up with changes.

Extension workers have changes to keep up with too. We cannot make progress or improvement by doing more of the same thing in the same way.

We must have better reasons for what we do tomorrow, next month, next year. Evaluation can guide us in the right direction.

Evaluation Assignment

What are we doing about it? 4-H club leaders and county extension agents in South Dakota have been evaluating our State's club program. They've gone over several phases of the program by way of Club Doings survey, leader training meetings, pilot county studies, county "gripe" sessions, county survey, club discussions, and a project literature questionnaire.

A portion of the county leaders meeting last winter was devoted to the 4-H leaders evaluation of 4-H project literature. Half of the leaders compared the "old and new" hand-draft project guides. The others evaluated the "old" meal planning project guide with the "new" crops guide.

Leaders compared information found in the guides on organizing a club, planning a club program, meeting outlines, project objectives and requirements, project information, and ideas for things to make or to do.

They expressed their opinions on demonstrations, illustrative talk and judging ideas, exhibiting information, local club events, leader responsibili-



Frank Heitland, State 4-H Club Agent in South Dakota, explains the literature evaluation job ahead of these 4-H leaders.

ties, member and parent responsibilities, and additional project helps.

The leaders were asked to rate each topic as to how useful they felt the "old" and "new" literature was to them. They also were asked to tell whether the information must be included, should be included if space and finances permit, or is not needed.

Results were recorded on a questionnaire by the leaders throughout the State. As a result, project guides for members and leaders guides are both being revised.

Leaders' Recommendations

All phases of the information received a "must be included" priority except "local club events." Leaders felt that this information was not needed in project guides or could be included if space and finances permitted.

Leaders felt information on "how to organize a club" should be included but that it was not as important as some other information.

Men and women with 1 to 10 years of leadership experience gave a higher rating to "planning the club program" than did the more experienced leaders. This was also true with "meeting outlines."

Leaders placed a very high rating on "project objectives and requirements" and "project information." Eighty percent of all leaders answering the questionnaire wanted "project

ideas of things to make or to do," "demonstration and illustrative talk ideas," "exhibit information," and "judging ideas." Women, regardless of years of leadership, felt this information was more important than did men.

Information on "member" and "parent responsibility" rated higher than "leader responsibility." Women felt "member" and "parent responsibility" was more important than men did. Leaders repeatedly suggested that we include the information on "member" and "parent responsibility" in the member's material so perhaps parents would read it.

Ideas are Adapted

Project guides with accompanying leaders guides in meal planning, home life, horticulture, light horse, forestry, and entomology are being revised. Leader guides are being written for literature not under revision.

One change brought about is grading of information on discussions, demonstrations, and illustrative talk ideas. Different suggestions for each of these are made for beginners (9 to 11), intermediate (12 to 15), and advanced (16 years and over).

4-H staff members and agriculture and home economics specialists are meeting the challenge placed before them by 4-H leaders. They are making 4-H literature more useful to all leaders.



Teaching classes at the State Junior Leadership Conference is one of the Junior Leader Council's most important jobs.

ability + desire + preparation = **LEADERSHIP SUCCESS**

by CHARLES A. GOSNEY, Assistant in 4-H Club Work, Indiana

A WISE fisherman once said, "Don't bait your hook with steak because you like steak; bait it with worms—that's what the fish like."

For the past 30 years, Indiana has conducted a State Junior Leadership Conference. These conferences were developed for sharing ideas, promoting cooperation, practice in acceptance of responsibility, and leadership development.

During the first 18 years, the programs were planned and carried out completely by members of the State 4-H club staff. Now members of a Junior Leader Council are in complete charge of the 3-day conference. State 4-H staff members serve only as advisors.

In 1949, upon recommendations of junior leaders who were delegates at former conferences, a group of delegates were selected for a State Junior Leader Council. This group was to serve as contact persons between the

junior leaders and adults. They were to observe, evaluate, and make recommendations regarding the conference.

In 1958 the council members reviewed the purposes of the conference. They decided on the following as objectives: To develop better junior leaders in each county, to acquaint junior leaders with their jobs, to recognize promising junior leaders, and to help junior leaders gain confidence in their own abilities.

Past programs were then evaluated in terms of these objectives. And the council members decided that an entirely new type of program was advisable. They recommended the following changes:

- Junior leaders, rather than adults in charge.
- Small instructional classes, rather than speakers at general assemblies.
- Council members in charge of dormitory supervision.

• Council members to serve as class instructors.

Believing in the fisherman's tale and believing that the council's thinking represented all junior leaders, the 4-H club staff adopted this plan.

Duties Assigned

The council is composed of 18 members—a boy and a girl from each extension district. They are elected by the delegates from their own district, in recognition of abilities displayed during the conference. These 18 councilmen are then charged with the responsibility of putting on the conference the next year.

Staff members are assigned by the State club leader as advisors to each major committee. Their obligation is only to counsel the young leaders.

However, once the council has determined the subjects to be taught, and outlined what is to be included, staff members prepare detailed lesson plans and visual aids.

The day before the conference, the council and staff members make final plans. Committees meet, lesson plans are gone over, and equipment is readied.

Then comes the day! As the 450 delegates arrive, Junior Leader Council members register them, assist in the dormitories, conduct the general assemblies, teach classes, and lead all recreational activities. They conduct vesper programs, supervise the dormitories, and preside over district meetings.

After 3 days of constant activity, the 450 delegates return home with enthusiasm for the 4-H program and trained to be better leaders. The 18 council members, exhausted but confident in a job well done, also return home—better leaders as a result of their responsibilities and experiences.

Delegates rate this type of conference a big success.

"Through these associations I have acquired tolerance, understanding, and a new sense of obligation for the future welfare of our democracy."

"Club work has taught me to develop the characteristics of responsibility and understanding by actually practicing and doing them."

(See *Leadership Success*, page 129)



TIMING

is important

by NOREEN A. RAY, Associate State Club Leader, Connecticut

ALL children develop in about the same way. But they develop at very different rates of speed.

Now that we understand this, 4-H projects and programs are being adjusted in Connecticut to suit the stages of our youth's development.

"4-H projects and programs should be based on a knowledge of the developmental needs, interests, and capabilities of the young people we serve." This is the foundation of our projects and programs.

Statewide Awareness

Guided by Fay Moeller, family life specialist, subject matter specialists, agents, and local leaders are accepting the importance of child development in 4-H club programs.

We now see that there are marked individual differences in capacities and in rate of development. Timing of educational efforts in working with youth is important.

We understand that growth and development are concerned not only with physical changes but with development of desirable attitudes toward self and others, learning certain physical skills, learning social skills, achieving personal independence, and developing a scale of values.

Before 1951, 4-H project bulletins were written for one age group—9 to 21. In 1951 specialists developed two charts: "Children and Their Clothing" and "Girls 9-13, Their Clothing Abilities." The "stage" level basis in directing projects and programs came into existence.

First to take place was a revision of the clothing projects. Clothing instruction bulletins were written to recognize changing body proportions, limited experience and vocabulary, changes in muscular development, and hand-eye coordination. Units were based on what the member was like physically, socially, mentally, and emotionally.

Member interests were considered. Too early and too strong emphasis on minute detail, accuracy, or requirements that involve a long interest span might result in complete loss of interest and dropouts.

Since this approach was initiated in 1951, Connecticut clothing enrollment has increased from 1,970 members to 3,331 in 1960. In the first 2 years the program was in effect, clothing enrollment increased 66 percent while other projects increased only 25 percent.

Further Revisions

In 1955, because of the success and acceptance of the clothing program by members and leaders, Connecticut decided to redevelop other projects.

The foods and nutrition, home furnishings, home management, garden, poultry, and junior leadership projects were written in line with needs, interests, and abilities of members. Members, agents, local leaders, and local committees all were involved in the redevelopment.

Results were good. Dropouts at the end of the first year declined in these projects by almost 5 percent. Mem-

bers age 15 and older increased by 2 percent.

Local leaders, county 4-H club committees, and professionals accepted the value of a three-level approach. The age differentiation was made: "4-H'ers, 9-13;" "4-H Teens, 13-15;" and "4-H Seniors, 15-21."

To do a worthwhile educational job, local people should be involved. This is imperative to insure understanding, learning, and acceptance.

Success Factors

Success depends on several factors:

A well-trained staff of 4-H club agents and specialists who understand and accept the importance of child development as it applies to the development of 4-H projects and programs.

Local leaders who first are trained in understanding the youth they serve.

Willingness on the part of all to involve youth in program planning, accepting them as individually different, growing, dynamic, self-realizing humans progressing toward adulthood and maturity.

When these are firmly established, we look forward to continued changes in programs based on problems of youth.

RESEARCH CHALLENGE

(From page 119)

Although the importance of knowing the basic needs of youth, and recognizing these needs in planning, programing, and carrying out 4-H club work have been stressed frequently during the past decade, they need to be considered again.

Our country and the world of today need more than inspiring leadership, outstanding creative scientists, and other workers. They also need an educated and sincerely devoted population which includes all those who never become leaders, inventors, or creators. By recognizing the basic needs of human beings and the cultural patterns of our society, almost all of our population can be led toward their optimum development.

4-H club work should contribute what it can to this ideal situation. Its rules, regulations, and suggestions should fit the needs of youth just as much as the needs of the organization.

New Dimensions of Citizenship

by WARREN E. SCHMIDT, Coordinator, International Farm Youth Exchange, National 4-H Club Foundation, Washington, D. C.

THE 4-H international program—is it an extra-curricular activity or a vital part of today's 4-H program?

Only a few years ago citizenship principally concerned community, State, and nation. Today's citizen must act with responsible concern for all mankind if our society is to survive. He must know and understand his neighbors. He must join them in cooperative efforts for mutual growth and development. No other aspect of our lives is as significant.

An educational program, such as 4-H, has a particular obligation to help meet this need.

The 4-H club program has been successful because of its adaptability. It has met the changing conditions and needs of our society. Today our most important need is to learn to live with security and freedom in a fast-changing, interdependent world community.



On or off their posts at the World Agricultural Fair in New Delhi, India, Ferdinand Thar, Michigan 4-H'er, and Sharad Phatak, India Young Farmer, demonstrated international citizenship.

Look at a few facts about our country and the world.

Improvements in transportation, communication, and education are shrinking our globe. People in distant lands are closer to us today than some Americans were a few years ago.

International Relationships

Economically developed countries have become increasingly interdependent. Many strategic defense materials must be imported. One-sixth of all U. S. agricultural production (10 shiploads a day) is sold abroad.

A wide gap exists between developed countries and the "have-not" nations. The U. S., with about 7 percent of the world's population, has half its income. The average individual income in the U. S. per year is \$2,000; for $\frac{2}{3}$ of the world's population it is only \$200.

A revolution, based on rising expectations, is growing in the developing countries as they learn of the progress made by others. And two opposing ideologies court these countries.

These facts should lead us to one conclusion. Living in today's world requires a new dimension of citizenship.

The task is clear. First, we must live by our ideals so that we may earn the respect of other people. Second, we must communicate with other people so that good will and mutual understanding will prevail.

The first task has always been a primary 4-H objective, but today's world emphasizes its increasing importance. With increasing vigor, the 4-H movement has turned its attention to the second task.

The International Farm Youth Exchange (IFYE) is recognized as one of the most effective educational exchange programs. During the past 13 years, almost 2,400 young people have

been exchanged as IFYE's between the U. S. and 60 other countries.

Through IFYE, millions of people in this country and abroad have gained a clearer image and better understanding of their world neighbors. Some 20,000 families have adopted sons or daughters of other lands.

4-H type rural youth programs have spread to some 60 countries. These sister movements provide an ideal channel for international communication. Contact with most of these movements has been through IFYE and other 4-H People-to-People activities.

Increased recognition is being given to 4-H citizenship training including its international dimension. This training is particularly appropriate for junior leaders and provides additional activities for the increasing enrollment of nonfarm members. Older members are representing 4-H abroad at conferences, fairs, and other international meetings.

There is a significant growth in the international dimension of 4-H project work. Judging teams are competing abroad. Project clubs are using IFYE participants, foreign students, and others for their project studies.

People-to-People

The 4-H People-to-People program stresses six activity areas for members to better understand their world neighbors:

- International exchange of persons
- Pen pal correspondence
- Sister club exchanges of correspondence and materials
- Hospitality to foreign visitors
- International service projects
- Country study

The National 4-H People-to-People Committee proposes this goal—one individual activity for each member and one group activity for each club. Several States have introduced individual 4-H People-to-People projects to provide incentive and guidance to members. The National 4-H Club Foundation provides 4-H People-to-People program suggestions.

The National IFYE Advisory Committee suggests that the impact of
(See *New Dimensions*, page 132)

let's take an EXCURSION

by PHILLIPS FOSTER, *Agricultural Economics Specialist, Michigan*

Not long ago the following article appeared in a Michigan newspaper:

Mason, Michigan—Twenty-one members of the Tomlinson 4-H Club went on an Excursion to India Monday evening . . .

Each member adopted an Indian name when he arrived, after which the flag of India was studied.

Indian music on a tape provided the background for a chicken curry supper . . .

Following supper, the club watched *Excursion*, a TV show designed especially for their meeting . . .

After the television program, Terry Brail led the club in a discussion of . . . the economic aid we give to India.

Hoo-Goo-Doo-Goo, an Indian game led by Judy Brown and Margaret Bailly, concluded the evening.

This article from the Ingham County News describes the kinds of activities that teen-age dinner-clubs in southern Michigan have been en-

joying. During the past 2 years, the clubs have made Excursions to 14 different countries around the world.

Stirring Up Interest

Often people comment, "I wish I had gotten interested in world affairs earlier in life."

As a result, we asked, "How do you get teen-agers interested in world affairs?"

Our answer, "You dramatize it. Have them adopt foreign names, eat foreign food, hear foreign music, meet foreign people. Then you'll be able to introduce them to foreign affairs and they'll be receptive to the idea."

Where do the groups get the ideas and materials for carrying out their dinner-club meetings? We mail them from our extension public policy project at Michigan State University.

Before the India meeting, clubs which let us know they intended to "take" the Excursion to India were sent a kit of materials.

The kit included name tags, boys' and girls' names written in Hindi,

along with the pronunciation and the translation in English. Also in the kit were recipes for a complete Indian meal, a problem to discuss, background information on the problem, instructions for playing the Indian village game, a half-hour of Indian music with an explanation of it on tape, and other ideas.

We suggested that clubs meet on April 18 so they could take advantage of a television show on the university station from 7 to 7:30 p.m.

On the show, designed especially for these club meetings, we interviewed Indian students studying at Michigan State, watched one of them demonstrate classical Hindu-style dancing, answered telephoned questions (some long distance) from various clubs, and introduced the problem which the clubs were to discuss.

One club, meeting in the studio, helped the foreign students and adults on the show direct their material to the teen-age audience.

Hoped-for Influence

We feel that an expanding percentage of our citizens must become increasingly concerned about the development of international affairs and about the steps which they can take to influence favorably the course of history. Excursion offers a method for using university resources to work directly with teen-agers to intensify their interest in and knowledge of world affairs.

When the first Excursion took place, 400 teen-agers participated. They were organized into 24 clubs in 10 southern Michigan counties. Now we have a regular monthly "attendance" of 600 teen-agers in 50 clubs covering 20 counties.

Visiting a variety of places around the globe has given us an opportunity to explore a broad cross section of world affairs. We have been able to stimulate considerable interest in the discussion problems and have been rewarded by comments like this one received after our Excursion to Brazil. ". . . We didn't realize that there was this problem in Brazil. We discussed it for an hour and a half . . ."

When you're thinking about programs for older youth, remember that ideas are free. This one was successful in Michigan. Why not try it?



Dressed in native Japanese costumes and eating Japanese food, this teen-age dinner-club studies world affairs via the TV show, *Excursion*.

Nutrition Projects

Modern as Tomorrow

by SUSAN C. CAMP, *Extension Nutritionist, Florida*

ARE your nutrition projects as modern as tomorrow—or as outmoded as a sulphur and molasses spring tonic?

Florida nutritionists and 4-H staff, together with Dr. Evelyn B. Spindler, FES nutritionist, evaluated our 4-H nutrition educational methods in 1956. Findings led to modernizing our 4-H projects, adapting them to the youth of today.

In this evaluation we considered such questions as: Does our 4-H food and nutrition program consider the age, interest, and ability of the girl or boy? Is each unit built around the interests of members of that age and is the difficulty of the subject matter increased? Are projects too technical? Is our program planned to educate boys and girls? Are we using modern ways of judging? Does our program include aids for leaders?

Critical Analysis

After discussing these questions on program, we turned to our 4-H food and nutrition project books for members. We checked for readable type, readable writing, illustrations, layout, size, color, organization, and check sheets vs. score cards. Then we took a close look at subject matter content.

Interspersed throughout this evaluation were discussions by Dr. Spindler on the developmental phases or tasks of 10-12-year-olds, 12-13-year-olds, and teen-agers and the application of these in programs and projects for youth. This helped us see how to modernize our program.

With our problems or weaknesses identified and clarified and our needs defined, we roughed out a plan of action—why, what, who, how, and where. The “who” involved other State staff, county staff, 4-H leaders, and club members.

We decided to find out more about

the boys, girls, and leaders with whom we work. So we went to club members, leaders, and agents with two sets of questionnaires—one for members and one for leaders. We wanted to find out the food patterns of Florida families, what members are now doing in food preparation, and what boys and girls want to learn.

One discovery was a significant difference in what leaders thought members would be interested in and what members said they were interested in. Another was the high proportion of youngsters who wanted a project on quick and easy meals.

This exploration with members and leaders told us three concrete things we needed to know before writing a nutrition project: what foods each age group was preparing, what they wanted to learn to prepare or know more about, and the type of foods project each age group wanted to take.

This led to preparation of “Picnic Meals” for the 10-12-year olds, “Snacks” for the next age group, and “Outdoor Meals for Senior Boys and Girls” for those 14 and over.

Pretesting Drafts

A committee of agents from the counties surveyed reviewed the project and leaders’ guides. Re-writing was carried out by the nutrition specialists according to suggestions made.

Each project was mimeographed and distributed to the same counties for a field test by the audience who would use the publications. When these projects and guides had been “put to the test” by members and leaders, we surveyed each group for ideas as to strengths and weaknesses.

We clarified such things as: whether the requirements were easily understood and easy enough for completion; the content and organization

of material; suitability, cost, and ease of preparation of recipes; and suggested teaching methods in the guide.

“Picnic Meals” became available to counties in 1958, “Snacks” in 1960, and “Outdoor Meals for Senior Boys and Girls” in 1961. Countless expressions of their freshness and appeal reach us every time we train members, leaders, and agents.

Leaders’ Reactions

At a recent leader training meeting, we discussed the why’s of Florida’s new projects, how they developed, whom they were for, and what they were about. As leaders looked through the projects they could see what they contained—science adventures, nutrition geared to what these foods and nutrients do for me, food buying, applied management, food preparation, meal planning, courtesies, safety—all interwoven.

Experienced leaders said, “This is different! We always thought of foods projects as food preparation and club meetings as food demonstrations. These give us a variety of things to do and teach.”

New leaders said, “We thought of foods and nutrition projects as food demonstrations. We thought we were coming to hear and see just another foods and nutrition talk. This is inspirational!”

We think this method of developing nutrition projects has definite strengths. First, involvement motivates people. Secondly, a variety of interests and desires of the varying age groups received consideration. Third, application of the developmental tasks in our choices of learning activities and experiences (picnics, snacks, outdoor meals) makes “good nutrition” fun. Fourth, we believe we have built our nutrition facts around personal goals of the various age groups.

Application of these concepts of learning, the social action process, and the rules for readable writing produced nutrition projects that inspire Florida youth to make desirable changes in their nutritional behavior.

As modern as tomorrow in content and appeal, these sharpened educational tools are sound investments of time, money, and energy.

Home Management Works for Young Members

by AUDREY G. GUTHRIE, *Home Management Specialist, New Hampshire*

MAKING work easier and more fun! This is no advertising claim. This is New Hampshire's new 4-H Home Management project.

The new project, Making Work Easier and More Fun, was developed by club members and the 4-H Home Management Committee. The committee was made up of State and county extension workers and 4-H leaders.

The project was designed to help members understand and use the management process (without using technical terms), to understand and apply principles which make work easier, and to promote the overall purposes of the 4-H program.

Project Planning

The Home Management Committee decided the project would emphasize planning a job, carrying out the plan, and evaluating results. 4-H'ers would be encouraged to work toward improvement rather than perform through habit. Evaluation by the 4-H member was stressed.

Terminology was kept simple. The terms—management process, family goals and values, resources—were omitted as discouraging.

The project was geared toward teaching principles of how to make work easier rather than how to do specific jobs. The job (or jobs) selected would be tools to teach principles. The club member would be encouraged to apply these principles at home.

One problem facing the Home

Management Committee was to select a tool to teach principles of making work easier. They realized a 4-H club member would be more attracted by a job she liked than one she disliked.

A questionnaire was sent to 15 or 20 club members in 9 counties. Each member was asked to: list the household jobs she helped with at home, name the job she liked best, and name the job she disliked most.

The 154 girls who answered the questionnaire listed 36 jobs they helped with at home. The three best-liked were: preparing meals, ironing, and cleaning the girl's own room. Most disliked jobs were: washing dishes, drying dishes, and making beds. Ironing and cleaning the girl's room were selected as the jobs to introduce the project.

Making Work Easier and More Fun was developed around the importance of planning for improvements in a job. The project stressed a simple idea: One must be willing to change if she wishes to improve.

Pretesting Arranged

The newly written project materials were pretested in a Rockingham County 4-H club in 1960. Other 4-H leaders in the State reviewed the proposed materials and offered valuable suggestions for improvement. And the Home Management Committee members approved the final draft.

The record sheet was designed for the member to report how she had made her job easier, as well as what this project meant to the girl and her family. This was to be another way of getting at the project's contribution toward accomplishing family goals.

Agents requested training in this project for their conference in September 1960. They felt this training was helpful in developing an understanding of the project, skill in teaching methods, and enthusiasm for launching new project materials. Training developed into a workshop, with the agents presenting short demonstrations.

Agents, leaders, and members all have reacted favorably to the project, Making Work Easier and More Fun. They feel the materials are easy to read and understand.

More leaders are teaching the proj-

ect in organized meetings just as they have been teaching foods or clothing.

Young members are grasping the principles of simplifying a job and applying them to other jobs. For example, nine members (ages 9 to 13) of one 4-H club enrolled in the project. They used ironing as the job to illustrate how work might be made easier. Later, three of these girls selected other jobs to make easier.

In Rockingham County, six or more members have given demonstrations in achievement day programs on how to make work easier.

We still are experimenting with this 4-H project. We feel there is genuine interest in the project, that participation will grow, and that quality of home management project work will improve.

4-H POTENTIAL

(From page 117)

tunity a club program has to stir scientific inquiry. A 4-H'er can begin to understand that there are no final answers in the field of science, but that one seeks, through continuing inquiry, to gain in understanding.

Science programs are aimed to help a 4-H'er learn how to carry on simple scientific inquiry and to discover the satisfactions in it. Science in the club program can develop attitudes and approaches to problem-solving and can help 4-H'ers acquire abilities useful in conducting inquiry.

Variety of Activities

Finally, an eighth advantage in the 4-H situation is the wider range of activities available than is usually possible in a school. By its very nature, the school must emphasize a largely required curriculum. The club program can provide a greater variety of activities. Youngsters may choose from the ones that seem closer to their current interests and concerns. If well-designed, this can lead to broader interests and more adequate understanding.

Of course there are limitations in the educational possibilities of 4-H club work. There are limitations in every institution.

But the positive values and potentials of 4-H club work are so great that we can look forward to even greater contributions.

Pinning Down an 'Ideal' Club Plan

by PEGGY WILSFORD, Assistant
State 4-H Club Leader, Texas

WHAT is an "ideal" 4-H club? What should be included in local 4-H club programs? How can we help leaders and members plan club meetings?

These questions, asked by Texas extension agents, prompted the State 4-H club staff to produce a guide for 4-H clubs.

The guide is called *Criteria for the 4-H Club Certificate and Seals*. It is intended to: give specific direction to the kind of 4-H club work for which we are striving in Texas and recognize 4-H clubs for the work they are doing.

What do agents think of the guide and the procedure for planning club meetings? Remarks such as these have been heard: Now we know what a club is supposed to be doing. We now have something definite that leaders can use.

Planning Meetings

With the guide completed, the State 4-H club staff developed a procedure for planning club meetings. It was based on the requirements for a purple seal club in the *Criteria for 4-H Club Certificate and Seals*. Emphasis is given to a four-part monthly club meeting, planned a year in advance.

County agents first go through the planning process with organization leaders. Leaders can duplicate the method as they work with 4-H members. The organization leaders of each club then work with the executive committee of the 4-H club to plan the monthly meetings for the year.

A Calendar of Events and Seasonal Activities is given to everyone. These events and activities influence the kind of planning that is done.

A list of program suggestions is studied to give the club member ideas

of programs they may have. These suggestions are of interest to all club members, parents, and leaders. Subject matter information is not given in the regular monthly meeting, but in the subject matter groups.

When the executive committee decides on a program they would like to have, they check the calendar of events for an appropriate month. After agreeing on the month, they decide who could give the program and which member would make arrangements for it.

When programs for the year have been selected, it is necessary to plan the other parts of the meeting.

Followup Essential

When the meetings have been planned, the ideas are presented to the entire club for adoption. After the programs have been adopted, members are given the opportunity to volunteer for different responsibilities.

Approximately a week before the club meeting, the organization leaders, executive committee, and all members who have a responsibility at the meeting should meet to make final plans. If this step is left out, the time spent up to this point may be wasted.

Mrs. J. F. Hill, organization leader in San Jacinto County, says, "This last step is a 'must.' Our club members call it a board meeting. We go over responsibilities and rehearse

parts until club members feel secure in what they are to do. No one complains about coming to the meeting because they realize its importance."

For what kind of 4-H club are we striving in Texas? It is best described in the requirement for a purple seal club. Such a club must meet nearly 20 requirements including:

At least 10 members.

Monthly club meetings, planned a year in advance, to interest 4-H club members, parents, and leaders.

A 4-part meeting (inspiration, business, program, recreation).

Two local adult organization leaders (man and woman).

At least one different subject matter leader for each subject matter group.

Each member must have at least one active result demonstration (project) in agriculture, home economics, or related fields and be enrolled in a subject matter group.

At least six meetings of each subject matter group.

At least 10 regular monthly club meetings.

Each member must actively participate in at least one club meeting.

In 1960, the second year that certificates and seals were issued, 178 clubs received recognition.

Our State 4-H staff feels that the guide and procedure are two of the most effective tools they have developed in "helping county extension agents to help adult leaders to help 4-H club members."



Organization leaders and executive committee members plan 4-H club meetings a year in advance.

Planning Dairy Calf Projects with a New Purpose

by FRED N. KNOTT, *Extension Dairy Specialist, North Carolina*

RAISING dairy heifers for sale—4-H'ers in North Carolina are taking part in this new approach to the 4-H dairy calf project.

Firmly believing there is much for a boy or girl to gain through the opportunity and responsibility of raising a dairy animal, local leaders and extension workers are trying to make the 4-H dairy calf project more attractive.

Breaking with Tradition

One step in this direction was taken by making top-quality calves available for use in the project. And profitable disposal of the mature animals has been organized.

Traditionally, the 4-H dairy project calf has become part of the family herd or a foundation animal to start dairying. Sometimes the animal was sold to a neighbor. But declining numbers of 4-H'ers actually living on dairy farms cause a real need for both securing quality project animals and sale of mature animals.

North Carolina is trying to involve more non dairy farm 4-H members in this project as well as to supply commercial dairymen with a source of dairy herd replacements.

Iredell County 4-H members have taken the lead in this activity. In the fall of 1958, 66 registered Holstein heifers were distributed to qualifying 4-H members.

The heifers were selected with the prospective buyer in mind. Practically all of the heifers were from dams with records exceeding 400 lbs. of butterfat and a majority were sired by proven bulls.

A local bank made loans available to 4-H members desiring to finance their project. Several members purchased two of the heifers but none bought more than two. The heifers,

all purchased out of State, averaged 12 months of age when delivered to the club members and cost \$200 per head.

The heifers were shown in the District Junior Dairy Shows for two seasons. All were bred artificially to proven bulls on the recommendation of local extension agents. Forty-three of the heifers were sold in a special Junior Project Heifer Sale in September 1960 for an average of \$395.

Iredell Countians and extension workers feel that the project was a success both financially and educationally. One parent at the sale remarked, "It sure looks good to see this quality of cattle raised by our 4-H members".

Varying Emphasis

The 4-H members of Catawba County are now involved in a similar project with grade dairy calves that meet certain production requirements. The calves were purchased when 2 to 4 months old. The local junior chamber of commerce, in cooperation with extension, is furnishing guidance and financial backing.

In the northwest corner of the State, several counties have united in such a project. A local bank is financing the entire project as well as helping to secure animals and organize the activities of the group.

Extension workers in the area are placing special emphasis on rapid development of the animals. To encourage this, they require each project member to make monthly reports to the county office.

In September 1960, the calves were 17 months old and averaged 775 lbs. This group is planning their first sale in the summer of 1961.

While this type of project will not fit into every situation, on a limited



After winning high honors with his Holstein 4-H project heifer in a State show, Michael Reid sold the animal, realizing a \$40 profit.

basis it can benefit the 4-H dairy program as well as the dairymen of the State.

The ultimate value of this effort is not determined when the gavel falls and the auctioneer shouts, "Sold!" The experience gained by 4-H members in selecting an animal, securing and repaying a loan, feeding and managing the animal, and participating in related activities will be invaluable to his personal development.

LEADERSHIP SUCCESS

(From page 122)

"Steps on the ladder of success are not made of our fellow men; the steps are made from lessons we have learned by working with other people. Many times, our ladder of success is made by helping others up their ladders."

"It's so much easier to take part in discussion when the leaders are your own age."

Director Henry Hansen of Connecticut has said, "Leadership does not develop as a 'general' ability. It emerges in a specific situation to perform a specific job." If this is so, we are sure that leadership has been developed at this training conference.

Certainly the ability of these young people has had an opportunity to develop; the desire to do further leadership work has been instilled; the preparation has been made. So not only the council members, but 450 other delegates have the opportunity to prove that **ABILITY + DESIRE + PREPARATION = LEADERSHIP SUCCESS.**

LEADERS—

Strength Behind a Successful 4-H Program

by RICHARD R. ANGUS, Assistant Olmstead County Agricultural Agent, Minnesota

4-H is really wonderful because there are so many opportunities to do different things." One of our older 4-H'ers recently volunteered this word of praise for our county's 4-H program.

Realizing that all club members do not enjoy the same type of activities, Olmstead County has developed a broad range of activities and experience for our 4-H'ers. A glance at the year's program reveals:

November—officer training
December—junior leader Christmas dance

January—radio speaking

February—talent festival

March—4-H Week, dairy and general livestock judging

April—one-act plays

May—dairy judging

June—camp, tours

July—tours, softball, demonstration days, dress revue

August—county fair, softball finals

September—state fair, program planning

October—junior livestock show, achievement night

Can three extension agents conduct such a large 4-H program as a part of the total extension program? Yes! But only because adult and junior leaders carry out and achieve the goals of our 4-H club program. One hundred eighty-one adult leaders, 188 project leaders, and 225 junior leaders are making our program tick.

Assigning Responsibilities

Several years ago, countywide 4-H committees were established to implement annual 4-H club events. Each adult and junior leader indicated his choice of committees and the 4-H executive committee (officers of the adult and junior leader council) made assignments.

Committees plan, carry out, and evaluate all countywide events. The

extension staff serves only as advisors. The committees and leaders assume responsibility for the events and can take pride in their accomplishments.

Dress revue is an excellent example of a functional committee. Members planned an evening revue for county fair. They designed the set and program, arranged for set materials and placed them, wrote and narrated the revue, presented a half hour TV program, and made display posters to publicize the event.

Training Is Vital

Several tools are used to help leaders and officers carry on their local club program.

Leader training, both for new and experienced leaders, is carried on through bi-monthly council meetings. Recently a panel of four adult leaders presented training on "Planning for Learning," and "Learning through 4-H Judging Activities." These four had been trained previously through a 4-H leaders' institute presented by the State 4-H staff.

Questions about basic 4-H organization and philosophy caused the extension office to plan a series of meetings each year for new leaders. The training acquaints leaders with the county 4-H program and background of 4-H. It helps new leaders define their roles, relationships, and responsibilities.

Real learning in subject areas requires separate leaders who give *training through project meetings*. Providing these project leaders with an understanding of development phases and teaching methods, along with project instruction, has paid off.

Local club program planning is another useful tool. Each club is helped to plan and coordinate its yearly program. Leaders and officers of each club attend one of three district meetings. Program ideas,

countywide dates, mechanical helps in conducting meetings, suggested resource personnel for monthly club meetings, and related materials are presented.

Each club family receives a mimeographed copy of the yearly program.

Summer club tours are attended by the entire family and someone from the extension office. Members' projects are viewed, ideas exchanged, and helpful improvement suggested.

Special home economics checkup days, and winter livestock tours are held by some clubs. Club committees and their adult or project leaders plan and carry them out.

Special Attention

Good club meetings are essential and local club officers can be real leaders for their fellow members. To assist these officers in their role, a training session is held each fall.

Because we know older club members want to meet with their own agemates, we organized a junior leaders' group. Members 14 and over are eligible to belong.

In this group the junior leaders gain tips on how they can assist local leaders and members. They also have special sessions on: "understanding ourselves," "working with others," and "career opportunities." Square dances, steak fries, and roller skating help round out a year's program for these older 4-H'ers.

A changing county 4-H program can be successful only when all segments fully understand the changes. To keep 4-H families and leaders abreast of the program, the extension staff sends them a monthly newsletter. Better understanding and more participation in the overall 4-H program have resulted.

So the strength of Olmstead County's 4-H program lies in the volunteer leaders who willingly accept responsibilities and capably carry them out.

Key to Future Leadership

by VIRGINIA T. PINGEL, *Sheboygan County 4-H Home Agent, Wisconsin*

YOUNG men and women are a key group in future leadership of Sheboygan County extension and other programs. How effectively are we reaching them?

The Sheboygan County extension staff has been making a special effort in recent months to provide a richer program for and get more participation from the YM&W group.

Measuring Potential

First, homemaker clubs were asked to help conduct a survey to find out how large our YM&W potential is. Clubs are located in each township of the county.

At a spring homemakers' council meeting, the survey and its objectives were explained to all club presidents. Members were asked to submit the name, address, marital status, number of children, and approximate age of people in their area between the ages of 18 and 30.

This survey brought in more than 2,000 names.

Intensified Survey

Next, some of the people whose names were submitted were invited to a meeting to hear about the extension program and its purposes. These people helped compile a questionnaire to go to the others on our list.

This second survey asked for more direct information: name, address, occupation, age, number of children, residence (if farm—whether they

own, rent, or reside), percentage of income derived from farm, and any previous contact with the extension office.

The survey also included a checklist of areas of interest or help needed. Various topics in agriculture, home economics, and youth were listed. Space was allowed for other interests.

Over 500 questionnaires were returned; of these, 468 could be tabulated.

Resulting Guidelines

Because 67.9 percent of the people surveyed had no previous contact with extension, we concluded that Sheboygan County needed to give special emphasis to this age group.

Other statistics were also useful in planning the YM&W program.

Income—72.6 percent of the people surveyed received no income from farming, and only 14.3 percent received all their income from the farm.

Place of residence—43.2 percent lived on farms; 18.6 percent lived in a rural area but not on a farm; 20.8 percent lived in villages; 17.4 percent lived in one of the three cities.

About 80 percent of the people surveyed were married, and most of these had young children. The families reporting had 300 children 5 years of age and 81 children in the 5-10 year age group.

Interest areas were also tabulated, and now each agent has a booklet showing names and addresses of people interested in various program

areas. These people can easily be contacted about programs of other organized extension groups and can be included in plans for special interest meetings.

Following the survey tabulation, eight of the young adults were asked to serve as the YM&W program planning committee. They were shown the results of the survey and told why Sheboygan County was emphasizing YM&W.

After two meetings, the group chose some general areas of wide concern which have been incorporated into the general countywide program since then.

Some of the needs expressed are being met through the use of mass media—radio, newspaper, and a newsletter.

Other needs are being met through invitations to already organized programs. For example, the county homemakers are stressing food buy-manship through the wise use of the meat dollar. Young homemakers interested in making the food dollar buy more have been invited to these meetings.

One area which received considerable attention was lawns and landscaping. As a result of the interest shown in the YM&W group, this subject has been included in the countywide program. Meetings have been held for the general public. Attendance proves that young men and women have a real interest in this area.

Agents' Conclusions

Sheboygan County extension workers summarized and drew these conclusions from the survey:

Because of interest areas and family responsibilities, no new extension group needs to be formed.

The YM&W group should be encouraged to participate in special interest subjects in existing programs.

Many interests shown in the survey need to be incorporated into the existing extension program.

Representatives of the YM&W group need to be a part of future program planning.

Above all, the staff is more aware of the size and importance of this age group.

Strong Community Support Means Strong Clubs

by GILBERT ATKINSON, JR., Miami County
Extension Agent, 4-H, Ohio

WHY am I doing something that people in the local community could do and do much better?"

Did you ever ask yourself that? Well, I did about 5 years ago after spending an entire day in a futile attempt to recruit a 4-H leader. This led to the formation of groups we now call Parents Committees.

The duty of these committees at that time was: To make the 4-H organization within the township more effective by: contacting new club members, securing new advisors (leaders), assisting in organizing new clubs, and helping advisors (leaders) conduct club activities.

At present, 12 functioning Parents Committees cover all but one area of the county. Their purpose: To help the youth of the community through the promotion of 4-H club work.

The Parents Committee should be "a booster committee" concerned with having the best possible 4-H program available to area youth. After analyzing the area 4-H situation (with the help of advisors, other parents, and members), these committees determine what needs to be done to make 4-H club work more enjoyable and educational. After this is determined, they work with advisors, parents, and members "to make the best better."

Organization Method

A general procedure for organizing Parents Committees has been developed. The 4-H advisors in the community first discuss ways that a Parents Committee could strengthen their 4-H program. Then advisors agree on the parents to serve on the committee.

Finally, parents are asked to serve after advisors briefly explain possible duties.

When committee members are chosen, advisors consider: representation of all 4-H clubs in the area, previous interest shown in the club program, and contributions the parents might make to strengthen the local program. The number of parents selected has been between 6 and 12 for each committee, generally including married couples.

The county 4-H council member from the township or area serves as an ex-officio member of the Parents Committee. This coordinates activities of the 4-H advisors and Parents Committees and ties them in with the county 4-H council. In many instances all 4-H advisors will meet with the Parents Committee.

Expectations Spelled Out

The next important step is a combined meeting of advisors and the newly-formed Parents Committee. The importance of this first meeting cannot be over-emphasized.

At this point the 4-H agent enters the picture to explain the far-reaching opportunities for strengthening the 4-H program and helping area youth. Both advisors and committee members must understand the opportunities and functions of the total 4-H program and the duties of each group. If they do not clearly understand the purpose of the Parents Committee at this time, the effectiveness of each group is greatly reduced.

The key word is "with." The Parents Committee must work "with" 4-H advisors and others.

What are the Parents Committees doing now to promote 4-H club work in our county?

Securing advisors (leaders)

Organizing new clubs

Assisting with re-organization of clubs each year

Helping to plan and conduct local activities, tours, project work, community service

Enlisting new club members

Encouraging more adult participation

Developing greater cooperation among clubs

Assisting with county 4-H activities

Solving local problems

Expansion of our 4-H membership and program makes it impossible to perform many organizational, functioning, and maintenance jobs. The leadership developed by involving more people in a program and the added strength and support for the 4-H program cannot be overlooked as a sound educational venture.

We think the Parents Committee is the salvation for an expanded, quality 4-H program.

NEW DIMENSIONS

(From page 124)

the IFYE program can be strengthened by giving greater attention to its value as a vehicle for encouraging and implementing other 4-H People-to-People activities. IFYE participants help to establish pen pal and sister club contacts.

Greater impact can be gained by taking advantage of the leader training potential of IFYE, such as using IFYE alumni to help develop 4-H citizenship and international programs. IFYE alumni are already demonstrating that they have much to contribute beyond the traditional reports on their return from abroad.

4-H graduates will certainly have opportunities for Peace Corps service. It has been suggested that Peace Corps teams could help to further develop 4-H type programs in developing countries. Such teams could be backstopped by the U. S. 4-H movement and could help to further implement the 4-H People-to-People program.

These are our opportunities to help wage the peace. The potential contribution of the 4-H movement can be crucial to the future of our free and democratic way of life. We must give these activities more than extracurricular status. The 4-H international program is a vital part of today's total 4-H program.



Maine 4-H'ers, about to begin a tour during their Citizenship Short Course, are briefed by Stanley Meinen at the National 4-H Club Center.

Learning About Citizenship

by MRS. LOANA S. SHIBLES, *Knox-Lincoln County 4-H Club Agent, Maine*

ADREAM came true for a group of Maine teen-agers last fall when they attended a 4-H Citizenship Short Course at the National 4-H Club Center.

The National Center in Washington, D. C., used to be just something to read about for most Maine 4-H'ers. Many of them had contributed to it through the Share and Care program from 1951 to 1959. They could only hope to see and enjoy this national shrine some day.

Last year some of them did see and enjoy it. About 30 Maine 4-H'ers took part in a 4-H Citizenship Short Course in October.

Studies in Citizenship

The Short Courses are unique sessions for young people to study citizenship education for democracy. They are intended to help youth better understand, believe in, and practice responsibility in mutually helpful personal relations.

Young people in these courses are responsible for "learning by thinking about what we are seeing and doing." They are not on a guided vacation nor personal award tour.

Maine 4-H club agents studied the citizenship plan, as set up at the National Center, during our annual extension conference in June. By Au-

gust final arrangements had been made to send two teen-agers from each county to the first official Maine 4-H Citizenship Course.

Inspiration for Citizenship

The Citizenship Short Course, for experienced, older 4-H members, can contribute to the strengthening and improvement of citizenship education in 4-H programs.

The short course really starts when 4-H members begin to define their citizenship responsibilities before leaving for Washington.

In the short course, each 4-H member learns more about his government, gains a better understanding of national and world problems, and gains new insight in 4-H club work.

The true test of the values of such a short course is, "What happens after the 4-H'ers get back home?"

The purpose of the Citizenship Short Course is to help the individual 4-H'er and the "back home program." We shouldn't plan for nor settle for anything less.—V. J. McAuliffe, *Federal Extension Service*.

Our delegates were selected on merit and years in 4-H work. The National 4-H Foundation recommends that they be well into maturity—girls at least 14 or 15 and boys at least 15 or 16.

"The Meaning of Citizenship" was a 2-day course on "how we live with other people." Glenn C. Dildine, Foundation consultant in human development and human relations, led the course.

This course identified four key relationships in becoming good democratic citizens. As related to our group, they tied Maine teen-agers with: other teens in our group, grownups we work with, others in our nation, and others internationally.

"Our Citizenship Responsibilities in an Interdependent World" showed the group many phases of international relationships. Warren E. Schmidt, coordinator of the International Farm Youth Exchange (IFYE), guided us in this course.

Visual History

Historical tours, under the guidance of Stanley Meinen, then assistant to the executive director, brought out the background of our present civilization and the foundations of our government. We visited the Lincoln and Jefferson Memorials, Iwo Jima Statue, Tombs of the Unknown, National Archives, Museum of Natural History, and the Smithsonian Institution.

We visited Mrs. Margaret Chase Smith, our State's U. S. Senator, a congressional committee hearing room, the Capitol, and the Supreme Court to study our present national government and learn about national ideals.

From flag raising to evensong, each day was filled with committee meetings, courses, tours, program planning, and recreation.

The Citizenship Ceremony, for which the entire delegation had been preparing during our week in Washington, brought our dream visit to a close.

But this was only the beginning of our citizenship behavior. From that point on, each delegate had the responsibility to return home and share his or her new knowledge and beliefs.

DO IT BETTER

(From page 120)

especially trained to instruct others is increasing.

Thus, the special leader training support nationally in Automotive, Electric, Tractor, and Getting the Most Out of Your Sewing Machine has served as guideposts for furthering 4-H leadership development. The overall program involves federal and State extension specialists, 4-H staff members, district and county agents, industrial technicians and other sponsor representatives, and last but not least—volunteer adult leaders and 4-H members.

The combined efforts of education and industry are a splendid demonstration of, "We can do it better together."

MANY THINGS

(From page 115)

interviewed more people. The program is dynamic. It is purposeful, yet has a different meaning as it serves the needs of individuals.

Changes for Progress

Just as club work is "many things to many people" there are changes rapidly taking place in the program that will gradually influence it.

- The member's image of a 4-H club is changing. More citizenship training features will be added to the teaching of agricultural and home-making skills.

- Greater attention will be given to the problems of youth in different developmental stages.

- The use of multiple leadership is expanding rapidly, utilizing the competencies of more volunteers.

- The program is enriched as extension agents and specialists find new ways to incorporate more of the "why" as well as the "how" in project teaching.

- We will see greater attention given to "outside the home" and "off the farm" interests—for example, such new program features as career exploration, a study of the economic situation, public affairs, and community improvement.

Yes, 4-H club work is many things to many people, and we are facing challenging opportunities in youth work never equaled in the history of the Cooperative Extension Service.

A MESSAGE FROM PRESIDENT KENNEDY



THE WHITE HOUSE
WASHINGTON

March 4, 1961

4-H WEEK MESSAGE BY THE
PRESIDENT OF THE UNITED STATES

My warm best wishes to each of you as you look forward to National 4-H Club Week, starting March 4. I would commend you especially for your achievements in leadership and citizenship. Through your emphasis on Head, Heart, Hands, and Health, you are making a valuable contribution to our country's welfare and progress. Your energy, ability, and perseverance—supported by parents, club leaders, and other public-spirited men and women—are a vital force in America's strength and growth.

Now 2-1/3 million strong, you are learning today to put science to work in your homes and on your farms. Tomorrow your training and experience will help you become leaders in your communities, States, and Nation. There you will have a great opportunity to help provide a more fruitful life for peoples at home and abroad, and to help other countries gain for themselves the peace and freedom they strive for.

I am sure we can count on you in 4-H Clubs everywhere to help us face the challenge that lies ahead. I have faith in the future as we plan and prepare for it together.

Extension's Responsibility in Rural Areas Development

by E. T. YORK, JR., Administrator, Federal Extension Service

DURING the past year we have heard much about the need to maintain a high rate of national economic growth. This will assure the people of the United States a steadily advancing standard of living and hold to a minimum the number of our Nation's unemployed and underemployed.

America is blessed with abundant resources—but not uniquely so. Some other countries have comparable—perhaps even superior—physical resources. Yet our Nation has achieved its high standard of living because we have done a good job over the years in putting our total resources—human talents and abilities as well as physical resources—to productive use.

There is no better example of this than the great "success story" of American agriculture. Our ability to develop fantastic efficiencies in agriculture has contributed as much or more than any single factor to the high standard of living enjoyed by Americans today. And Extension workers everywhere can be proud of the role they have played in helping farm people produce so abundantly and efficiently.

Greater Opportunities Ahead

These efficiencies in our farming industry point the way to even greater development opportunities in rural areas. We have resources—both human and physical—formerly required in agriculture which are now available for other purposes.

Our failure to make full use of these resources is responsible, in considerable part, for the economic difficulties confronting many rural areas.

Extension is in a position to make a significant contribution to the improvement of rural areas showing

varying degrees of economic stagnation. We have been working in this task on a pilot basis in some 30 States and Puerto Rico. Now we can expand our efforts as part of the Department of Agriculture's Rural Areas Development Program and in conjunction with the program being launched under the new Area Redevelopment Act.

Extension's Role

Under the Department's Rural Areas Development Program, Extension has the responsibility of providing educational and organizational leadership to State and area development committees already in being or to be established.

Extension is expected to provide technical assistance and consultation in local committee operations, from the development of overall area economic plans to the execution of specific projects.

Extension is expected to have similar responsibilities in connection with the rural area phase of the Area Redevelopment Program, under the general direction of the U. S. Department of Commerce.

In this expanded effort to improve our rural communities, Extension's first task is to help local people organize to identify their problems and analyze their resources. This involves establishing community, county, or trade area development committees or councils. These should include representation from all organizations, agencies, or groups (both public and private) interested in or in a position to contribute to a development effort. Subcommittees might be formed to deal with specific phases, such as agriculture, industrial development, recreation, and tourism.

Careful inventories would be made of the area's resources. A survey of the people—their educational level, skills, and experience, will reveal the labor resources available for further development of agriculture or industry.

The inventory would also include characterization of the area's physical resources—land, minerals, water, forests, etc. Associated with this would be a survey of the agriculture of the region—the volume of crops and livestock which could be used as raw materials by processing industries or marketing firms. Important, too, would be an evaluation of opportunities to expand an area's agriculture.

Extension, with other agencies, can assist local groups to analyze these resources and develop plans and programs so they can be channeled into their most productive use. Finally, we can provide specialized educational assistance in making available the latest results of research to help these local development groups attain their objectives.

Priority Program

Secretary Freeman has said that Rural Areas Development has top priority among programs of the Department. We fully concur in the importance of this effort and believe that this program offers great opportunities for accelerating the economic development of rural areas.

Extension has a challenge and an opportunity to exercise a distinctive leadership role and render great service in this effort. Let us accept this challenge and move forward in implementing this program with all the resourcefulness at our command.



Chicken Every Sunday

OR any other day if you want it. Not long ago it was a real treat to have fried chicken on the table. It was available only during the late summer months. There was a time, too, when the promise of two chickens in every pot indicated status or well-being.

Fryers or broilers are no longer a luxury. Because of tremendous increases in the efficiency of production, broilers can now be classified as an everyday item on the dinner table. They are now one of the lowest priced meats in the retail market.

Geneticists gave consumers the quick-growing, tender, plump, compact chickens they wanted.

Nutritionists did their part, too. They discovered new growth-promoting ingredients and combined them to get high-quality broilers faster and at less cost.

As a result, we get a 3 lb. bird in 8 weeks. Whereas, 20 years ago it took 14 weeks. Feed costs were cut also. In 1940 it took 4½ lbs. of feed per pound of broiler. Now it takes only 2½ lbs. of feed.

During the same time, husbandmen, engineers, and pathologists added their efforts. By improved housing, mechanical feeding, and disease prevention, we can raise broilers in larger flocks. One man can now grow 20,000 to 30,000 broilers at a time and handle five broods a year.

The processors and merchandizers added their bit to the chicken story. Consumers can now get chicken cut up, packaged ready-to-cook, and even ready-cooked. Chicken has become as convenient and much quicker to serve than most meats.

Chicken is more than good eating. The modern broiler contains an amazing wealth of essential nutrients.

An average person can get practically all his daily protein needs from a 1-lb. serving of broiler meat. The same portion also contains gen-

erous quantities of other essential nutrients and vitamins—calcium, phosphorous, iron, thiamine, riboflavin, and niacin.

Government grading and inspection assures the consumer of the highest quality and wholesomeness. Processed with modern equipment and under strictest sanitary conditions, broilers meet every specification demanded by the consumer.

Consumers Benefit

What does this mean to consumers? Chicken is a healthy, convenient-to-serve food. Yet, chicken prices have gone down an average of 1 cent per pound per year since World War II.

Out-of-season broilers right after World War I were selling for about \$1 per pound. During World War II, broilers sold for less than half that amount. In 1960 the price to growers averaged about 17 cents per pound live weight. This frequently resulted in weekend sales of ready-to-cook chickens at 29 cents per pound to consumers.

In 1950 each person (man, woman, and child) ate 20 pounds of broilers per year. By 1960 this had increased to 30 pounds. Some predict it will be 40 pounds by 1970. Surely this indicates the consumer is getting what he wants.

U. S. Department of Labor statistics really show how the poultryman has been working for consumers. In 1950 it took 24 minutes of factory labor to buy a pound of chicken; in 1956 it took 15 minutes; and in 1960 it took only about 12 minutes.

We have never been so well fed for so little cost even though we have more people and fewer farmers.

Are you telling America's greatest success story—the story of agriculture—to nonfarm groups in your area? This is No. 2 in a series of articles to give you ideas for talks, news articles, radio and TV programs, and exhibits.